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**A COMPARATIVE STUDY BETWEEN THE STUDENTS' WRITING SKILL
BY USING BILINGUAL AND MONOLINGUAL DICTIONARIES AT THE
SECOND YEAR STUDENTS OF SMA N 1 LOSARANG**

A THESIS

**Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh
Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the
Requirements of Islamic Scholar Degree in English Education Department**



By:

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ABSTRACT

KHAIRUL UMAM: A COMPARATIVE STUDY BETWEEN THE STUDENTS' WRITING SKILL BY USING BILINGUAL AND MONOLINGUAL DICTIONARIES AT THE SECOND YEAR STUDENTS OF SMA N 1 LOSARANG

As developing country, Indonesia really needs English and government is trying to improve all aspect which usually faced by all countries. One of those aspects is education, which is essential especially English education. There are four skills in learning English, they are listening, speaking, reading and writing. Among those, writing is the most difficult skill to master. In mastering writing skill, the students sometimes find some difficulties in how to make the good writing.

In learning English as a foreign language the students need a dictionary. There are kinds of dictionary. Two of them are English-Indonesian dictionary and English-English dictionary. Each dictionary has the advantage and the weakness. In improving the students' writing skill, both dictionaries have important role. Because in Indonesia, English is a foreign language, so the dictionary is a second teacher for students besides the English teacher.

The aim of this research is to find out the data about the differences between the students' writing skill by using bilingual and monolingual dictionaries.

The first step in this thesis research based on the theoretical data resources and empirical data resources with 80 students as the research sample. The techniques for collecting the data is used by the writer are observation, interview, and test. The data will be analyzed by using t-test formula.

After the data has been analyzed, it has been obtained the mean score of the students' writing skill by using bilingual dictionary is 7.22. It means that the students' writing skill by using bilingual dictionary is good. And the mean score of the students' writing skill by using monolingual dictionary is 63.7. It means that the students' writing skill by using monolingual dictionary is poor. From the calculation mean scores above by using t-test formula, it has obtained the value of t_{observed} 3.74. It is higher than critical value of the t_{table} with the significance 5% that is 2.00. So the result of t_{test} is $3.74 > t_{\text{table}} 2.00$. So, the result of the comparison is there is significance comparison between the X_1 variable (the students' writing skill by using bilingual dictionary) and the X_2 variable (the students' writing skill by using monolingual dictionary).



PREFACE

Praise and thank be to Allah, the God of all created, the Beneficent, the Merciful. Because of His Mercy and Blessing, the writer is finally able to finish writing this thesis, about **“A COMPARATIVE STUDY BETWEEN THE STUDENTS’ WRITING SKILL BY USING BILINGUAL AND MONOLINGUAL DICTIONARIES AT THE SECOND YEARS OF SMA N 1 LOSARANG”**.

It is presented in partial fulfillment of the requirements for the Degree of Islamic Scholar in English Education Department.

In composing this thesis, there are so many people who have participated, helped and advised directly or indirectly. So, in this opportunity the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum, M.A. The Chairman of IAIN Syekh Nurjati Cirebon
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Realizing that, the thesis is extremely far for being perfect. For the sake of its improvement the readers are welcome to compensate their possible deficiencies.

Eventually, the writer hopes this thesis is useful to readers generally, and to the writer particularly.

Cirebon September 3rd, 2012

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are so many questions from time to time all about language. Because of language, the human will understand each other. In other word, language plays the important role for a human. because language is so important thing, many linguist defined a language based on their opinion and understanding of their own views.

According to Alkhuli (1976: 7) language is an arbitrary system of vocal symbols used to communicate ideas and express feelings among the members of a certain social community. It means that language is used as a human communication tool. All people in the world use a language as a communication tool.

According to Urmlia Rai (2010: 3):

The word communication is used in common talk, usually, to mean speaking or writing or sending a message to another person. Communication is really much more than that. It involves ensuring that your message has reached the target audience, (that is, the persons to whom it is sent) and that the receiver understands and responds as you want them to. It also involves ensuring that you yourself are able to understand, interpret, and respond to messages that you receive.





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Based on the statement above a language helps us to deliver our meaning because language is a human communication tool. All people in the world use a language as a communication tool. Without language we will misunderstand one another because someone will not understand what we mean. So, to express their thoughts, feelings, and ideas, we need a perfect tool, that is language. It's like naturally that language cannot be separated from human being's life. The existence of language for human being can help them to interact, work, discuss, and share each other.

Fromkin (1999: 2) stated that we live in the world of language. It means that everything that exists in this world is always related to language. Anything in the world would have nothing to do with language. For example, we as humans also use language in our daily lives. In fact all living things, such as the animal was using language in their own lives. This is because language is an interface where we can communicate and convey what we mean to others.

When we know language, we can speak and be understood by the others who know that language. Knowing a language means knowing what sounds or signs are in that language and what sounds are not. It means we know and understand what the words are said and written by the other one.

While Davidson (2005: 127) gave difference explanation about language that his statement is "we see the world through language". Where it means by language



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we can understand and know all of people in the world. And that statement above also gives a mean that language is used as a bridge of the world. When we want to go to another country we have to know that language in that country. Language is used as a tool of communication among the nations in all over the world.

In this modern era, the position of language is very important. Language can be as the bridge to get information, knowledge, and culture. Language can correlate people to get information, knowledge, and culture from abroad.

English as an international language is used as a tool of international communication. In addition, English is also used in many scientific writings and books, such as economics, laws, politics, business, computers, and many other technologies.

In Indonesia, English is taught from elementary school until university. Therefore, the government and teacher try to get successful in English teaching learning. Many ways have been used by teacher in teaching and learning English. However, in reality the efforts do not run maximally. Many students still weak in English lesson. In learning English, there are four skills that should be mastered by the students, namely, speaking, listening, reading and writing.

Writing as a language production is considered a difficult subject for students. Whereas in times of senior high school, students are often in their daily activities was keen to write a diary, but if the writing lessons they often have trouble in writing



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English text. Usually students have many ideas and experiences but they cannot explain or describe into the written form. This may be due to lack of vocabulary that they do not know and the students also still weak in choosing the precise words in composing English text.

Writing in English can be a challenging task for students who learn English as a foreign language. Some EFL students' social and cultural background prevents them from writing about subjects they consider taboo, like politics or religion. Students may also experience difficulties with form, morphology, vocabulary and syntax that are different in English and their native language.

Brown (2000: 338) stated that in the earliest days of the 1970s, research on second language writing was strongly influenced by previous research on native language writing. Assumptions were made that the composing processes in both instances were similar if not identical; even in research of the last decade, L2 writing teachers have been advised to adopt practices from L1 writing. But it is imperative for teachers to understand that there are in fact many differences between the two, as Silva (1993) so clearly demonstrated in a comprehensive survey of L2 writing. Silva found that L2 writers did less planning, and they were less fluent (used fewer words), less accurate (made errors), and less effective in stating goals and organizing material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found, among other features.

So, learning language as a foreign language is not like learning language as a native language. Moreover, in learning language skill especially writing skill, it doesn't only learn how to write correctly but also how the meaning is really pure as the target language. For instance, as the students in Indonesia they learn English as a



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foreign language. At this case, the students do not only learn English writing skill about how to write a text systematically, correctly but also learn about the meaning of a text in English appropriately.

The dictionary consists of some kinds of the dictionaries such as Bilingual, and Monolingual dictionary. The writer would like to test the comparison between the students who use the bilingual and monolingual dictionary in writing skill. And the writer will do the research at *SMA N 1 Losarang*. This is because *SMA N 1 Losarang* has adequate facilities for teaching and learning activities, and potential teachers who are graduates of the best universities, but the students still rarely carry a dictionary in a English learning class. That is why, the writer choose the title of research as follows: “THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ WRITING SKILL BY USING BILINGUAL AND MONOLINGUAL DICTIONARIES AT THE SECOND YEAR STUDENTS OF *SMA N 1 LOSARANG*”.



B. The Identification of the Problem

1. The Field of the Research

The field of this research is writing. It is about the comparative way to increase the students' writing skill by using dictionaries. The researcher would like to compare the students' writing skill by using Bilingual and Monolingual dictionaries.

2. The Kinds of the Problem

In English there are four skills that should be mastered. But in the fact, all of them are not easy to be mastered. Sometimes the students face or find the difficulties in learning English. "Writing is the most difficult skill for many learners, even in their mother tongue. There are several reasons for this, first, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of child's normal development".(Jill & Charles Hadfield, 2008:116)

The problems of writing skill that always had been around the students are:

- Bad spellings
- Incorrect Grammar
- In appropriate opening
- Abrupt end
- Deviating too much from the main point in the middle of the writing
- Being too wordy
- Too complicated sentence structure

(<http://answers.yahoo.com/question/index?qid=20070508205204AA0NHNi>)



All problems above currently make the students weak in writing skill. So, those are problems that should be solved by teacher in order that the students have a good writing skill.

3. The Main Problem

The main problem in this research is the weakness of the students in vocabulary especially in choosing the appropriate words for their academic writing. To make it easier the students should improve their vocabulary with using dictionary. And the researcher will compare the students who use bilingual and monolingual dictionaries in improving the students' competence of writing skill.

C. The Limitation of the Problem

In this research, the researcher will analyze the comparison between the students' writing skill with using bilingual and monolingual dictionary in composing English text especially in composing narrative text.

D. The Questions of the Research

1. How is the students' achievement in writing skill by using bilingual dictionary?
2. How is the students' achievement in writing skill by using monolingual dictionary?
3. Is there any positive and significant comparison between the students' writing skill by using Bilingual and Monolingual dictionaries?



E. The Aims of the Research

1. To find out the data about the students' achievement in writing skill by using Bilingual dictionary.
2. To find out the data about the students' achievement in writing skill by using Monolingual dictionary.
3. To find out the data about the comparison between the students' achievement in writing skill by using Bilingual and Monolingual dictionaries.

F. The Use of the Research

Theoretically, the research product is hoped that it can be used as the reference for other researchers who are interested in investigating the writing skill by using dictionary at the students. And it also can be used as the support for theory which states the writing skill.

Practically, this research can be used as the answer of the researcher's curiosity on the students' writing skill by using dictionary to the students and English teachers.



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(last update: 2 July 2012, 10.00 GMT)